

Background

Vehicular accidents and fatalities are more likely to occur in highway construction and maintenance work zones than on any other section of the road.

As you're aware, "normal" conditions do not exist around work zones. Things are unpredictable and drivers must expect the unexpected.

From 1996-2000, there were 43 fatal work zone accidents in the State of Washington. In February 2000, a WSDOT employee was killed while directing traffic in a work zone. Then in August of 2002, another employee was struck and killed while loading equipment.

A new effort is needed on the part of WSDOT employees to help educate drivers. This curriculum was developed for driver's education programs in public schools and in private driving schools. This program targets beginning drivers in hopes of deterring bad driving habits before they begin.

This curriculum is a guide – you are encouraged to speak from your own experiences. Feel free to use additional props or pictures to tailor the presentation as your own. The curriculum below is meant to help stimulate ideas and make giving a presentation easier.

Unit Objectives

- To help save lives and reduce personal injuries
- To educate motorists about the importance of driving safely through highway work zones
- To train students to associate the color orange with highway work zones

Contents

- Lesson Plan
- Classroom activities
- Instructor Resource Section (handouts, etc.)

Work Zone Safety Curriculum

Suggested activities:

(Note to instructor: For a one class period format, choose the appropriate number of activities to best use the allotted time. Make sure a VCR and overhead projector is available in the classroom.)

- 1) Speaker introduces self to the class. *Hello...my name is...thank you for inviting me to your classroom today...I have worked for WSDOT for () years...I am one*

of the folks you see in a work zone area...I'm here today because I want you to know how important it is for you to know about work zone safety...in February of 2000 we lost one of our co-workers. Sam Williams, a flagger in Southwest Washington, was hit by a driver and killed. Then in August of 2002 the unimaginable happened – we lost another co-worker. Jake Baardson was struck by a vehicle and killed while loading equipment. That is why I'm here today - to ensure that you think about smart driving in work zones...I'm here to make sure that our work zone crews are safe when you're behind the wheel so that we don't lose another co-worker and friend.

2) Introduce VIDEO: A Sudden Change of Plans & pre-test

We're going to watch a short video today...it's about a driver who is not paying attention while driving through a work zone...it lasts about 10 minutes...before we watch, I want you to take a short "quiz."

3) Pass out A Sudden Change of Plans pre-test (see Instructor Resource Section)

4) Before watching the video, read the first question aloud to the students. Give them a moment to jot down their answers. Continue by reading the next question aloud. Proceed until finished with the questions. *Now let's watch the video. See if the content of the video changes your mind about any of your answers.*

5) Watch the **VIDEO**

6) After the video have the students share their answers on the pre-test. Take one question at a time. Call on several students to share their response. Encourage students to update their answers with any new information they learned during the video. After the student discussion of each question, the instructor provides the expert's answer (see Instructor Resource Section for **Expert Answer Sheet**)

7) At this point the instructor takes the opportunity to discuss **Work Zone Offenses** (see Instructor Reference Section). Ask the students to brainstorm a list of traffic offenses or violations in work zones. *Here is a list of violations that you should be aware of* (put the **Work Zone Offenses** overhead on projector). Read the list aloud to the class. This is the perfect time to remind them that even if the State Patrol or other law enforcement is not on site of a work zone, workers can document a violation and report it to the authorities. State Patrol may contact the driver in person or by mail and a citation is possible.

8) Questions? *Does anyone have any questions about anything we've covered so far?* If they don't have any questions YOU can ask them a few in order to get a short discussion generated.

A. EXAMPLE: *What kinds of objects tip you off that you are entering or already in a work zone? Give the students a few hints...cones, orange*

vests, orange signs or barrels...what else? Place the overhead of **Work Zone Traffic Control Devices** (see Instructor Resource section) on the projector for examples of real devices at this point.

B. *I have some samples of signs you might encounter in a work zone. Even though the signs may seem “obvious” I would like you to translate the signs into simple verbal instructions.* Place the overhead of **Warning and Advisory Signs** on the overhead (see Instructor Resource section).

C. Finally, walk through a “typical” work zone set-up—from signs to the flagger. Let them know what they might encounter

9) Conclude the presentation

- a. Show last overhead showing **Work Zone Safety Driving Tips**—read these aloud
- b. Thank students for listening and remind them to be safe, responsible drivers every time they drive